



English Language Learner (ELL) Identification and Screening

Objectives

- **Differentiate between the Federal Limited English Proficient (LEP) definition, State English Language Learner (ELL) definition, and Immigrant student definition.**
- **Provide an overview of the OSSE Identification and Screening of English Language Learners; and**
- **Review the OSSE Approved English Language Proficiency Assessments.**

Federal Requirements

- **Equal Educational Opportunity Act of 1974**
- *Lau v. Nichols* (1974)
- *Castaneda v. Pickard* (5th Cir. 1981)
- *Plyler v. Doe* (1982)

Federal Limited English Proficient (LEP) definition



- The first step in providing English Language Learner (ELL) services is to identify the students who may qualify for the ELL program.
- The state definition of Limited-English proficient (LEP) is taken from the No Child Left Behind Act of 2001, S. 9191, 25, of Title IX.
- (Students must meet a part of the criteria in each of the sections A-D)
- (A) who is aged 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C) (who are I, ii, or iii)
- (i) who were not born in the United States or whose native languages are languages other
- than English;

Federal Limited English Proficient (LEP) definition continued.

- (ii) (who are I and II)
- (I) who are a Native American or Alaska Native, or a native resident of the outlying areas; and
- (II) who come from an environment where languages other than English have a significant impact on their level of language proficiency; or
- (iii) who are migratory, whose native languages are languages other than English, and who come from an environment where languages other than English are dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may
 - be sufficient to deny the individuals (who are denied i or ii or iii)
 - (i) the ability to meet the state's proficient level of achievement on state assessments described in section 1111 (b)(3);
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.

Federal Limited English Proficient (LEP) definition continued.



- To be classified as LEP, an individual must meet the criteria of A, B, C and D in the definition in slide three. To meet the criteria for C, an individual can meet the criteria of any of i, ii or iii. If the criterion to meet C is ii, then the individual must meet the criteria of both I and II. To meet the criteria for D, an individual must be denied one of the three listed, i or ii or iii.

State English Language Learner (ELL) Definition



State English Language Learner (ELL) definition:

To be eligible for English language learner services, a student must:

1. Be enrolled in an LEA within the District of Columbia.
2. Have a primary language other than English or come from an environment in which a language other than English significantly impacts the individual's level of English language proficiency; and
3. Have difficulty speaking, reading, writing, and understanding English as shown by assessment results.
4. Achieve a qualifying score on the OSSE approved ELL assessments.

Immigrant Student Definition



- Students between the ages of 3 and 21 who were not born in any state in the U.S. and have not been attending one or more U.S. schools for more than 3 full academic years.

Screening for English Language Learners – Home Language Survey



The Office of Civil Rights recommends that a Home Language Survey (HLS) is used in every school and given to every student to help identify potential ELL students. Schools must communicate clearly with parents to assure that answers given on the HLS are accurate and reflect possible influences of other languages on the child.

OSSE Home Language Survey (HLS) Form

Complete this Home Language Survey at the Student's initial enrollment in a District of Columbia School.

This form must be signed and dated by the Parent or Guardian.

This form must be kept in the student's file.

School: _____

Student ID #: _____

Student's Last Name: _____

Student's First Name _____

English

1. Is a language other than English spoken in your home?
☐ No ☐ Yes _____ (specify language)
2. Does your child communicate in a language other than English?
☐ No ☐ Yes _____ (specify language)
3. What is your relationship to the child?
☐ Father ☐ Mother ☐ Guardian ☐ Other (specify) _____

If the answer to question 1 or 2 is Yes, the law requires your child's English language proficiency to be assessed.

REGISTRAR PROCESS:

- If a parent/guardian does not speak English and your school does not have staff that speaks the parent/guardian's language, please use the Language Line for communication (1-800-752-6096).
- If the HLS indicates a language other than English is spoken in the home, then further assessment must be conducted to determine the student's English-language proficiency level.

Screening for ELLs- English Language Proficiency (ELP) Assessment

- The next step after a language other than English is reported on the HLS is to check the student's record to determine previous participation in ELL services.
- If the student's record is unavailable or does not indicate previous participation in ELL services in another school, the LEA Data Manager should login to the Statewide Longitudinal Education Data System (SLED) to access prior ELP Assessment Data.
- If prior ELP Assessment Data is unavailable in SLED, the student must take an ELP assessment (screener).
- ELP assessments measure the degree to which a student can read, write, listen, and speak using academic English.
- Potential ELL students identified through the HLS during registration at the beginning of the school year must be assessed within thirty (30) days of enrollment. Potential ELL students that register after the beginning of the school year must be assessed within ten (10) days of enrollment.

Parent Notification



According to NCLB Title III requirements, LEAs must, not later than 30 days after the beginning of the school year, provide notification to parent(s) of ELs identified for participation in an English language instruction educational program of:

- The reasons for the identification.
- The child's level of English proficiency.
 - How such level was assessed.
 - The status of the child's academic achievement.
- The method of instruction used in the program.
- How the program will meet the educational strengths and needs of the child.
- How the program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.
- The specific exit requirements for such program, expected rate of transition from such program into the regular education classroom, and the expected rate of graduation from secondary school.
- In the case of a child with a disability, how the program meets the objectives of the individualized education program of the child.
- Information pertaining to parental rights that includes written guidance detailing:
- The right of the parents to have their child immediately removed from supplemental Title III programs upon request.
- The options that parents have to decline to enroll their child in such supplemental Title III programs or to choose another program or method of instruction if available.
- The various programs and methods of instruction if more than one program or method is offered by the eligible entity.

Screening for ELLs- English Language Proficiency (ELP) Assessment

The District of Columbia is a member of the World-Class Instructional Design and Assessment (WIDA) Consortium and used the W-APT and/or MODEL assessments for initial ELP screening. WIDA's ACCESS for ELLs test is the approved annual English language proficiency assessment. More information on these assessments can be found at www.wida.us.

Many at-risk students lack proficiency in academic language. ELL programs are intended for students who come from an environment where language other than English is significantly impacting the student's level of English language proficiency. The W-APT, MODEL and ACCESS tests are not intended or designed to differentiate between students who are: LEP, native speakers of English, at-risk, language impaired or community dialect speakers. Rather, it is designed to measure English language proficiency for students who have significant influences of a language other than English in their environment. The W-APT and/or MODEL should not be used until the other parts of the LEP definition are met. Using the W-APT, Model or ACCESS for students who do not have a significant influence of a language other than English in their environment is likely to result in false positives and over-identification of LEPs.

OSSE Approved English Language Proficiency Assessments (Pre-k through Grade 12)



Students in Head Start and Pre-K Only The Pre-IDEA Oral Language Proficiency Test (Pre-IPT), published by Ballard and Tighe (www.ballard-tighe.com, 1-800-321-4332).

The Pre-IPT Oral English Test is designed for preschool children who are not used to taking test. It is designed to assist in the initial designation of 3, 4, and 5 year olds as Non, Limited, or Fluent English Speaking, it also provides information to help place students in the most appropriate instructional programs.

IPT Oral Designation	NES (Non-English Speaking)	LES (Limited English Speaking)			FES (Fluent English Speaking)
IPT Oral Proficiency Level	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
3 year olds	A	B*	B*	C	D, E
4 and 5 year olds	A	B	C	D	E
* For further differentiation of proficiency levels, please see the table below.					

AGE	SCORE LEVEL	RULE	Proficiency Level
3	B	Student made two or fewer errors in test level B	Intermediate
		Student made three or more errors in test level B	Early Intermediate

**Note: If the Pre-IPT is to be used for initial identification at the kindergarten level, students should be identified using the 5- year-old band. All second semester kindergarten students should be tested using the IPT I-Oral.*

Students in Grades Pre-K through Kindergarten Only

OSSE has adopted the World-Class Instructional Design and Assessment (WIDA)-ACCESS Placement Test (W-APT), the Kindergarten W-APT (K-WAPT), and the WIDA Measure of Developing English Language (MODEL) to help determine eligibility for placement in the LEA's English language development program.

Kindergarten W-APT (K-WAPT)- A placement test that is meant to be administered to second semester Pre-K, K, and first semester 1st grade students. * The K-WAPT should not be administered to students more than once.

The kindergarten W-APT (**K-WAPT**) is not able to assign scores across the full range of WIDA ELP levels 1-6. Instead, scores for Speaking and Listening are marked as showing low, mid, high, or exceptional proficiency.

Any student scoring low, mid, and high must be identified as limited-English proficient and will require placement in an English language instruction educational program.

An exceptional proficiency level indicates oral English language proficiency. The K-WAPT does not measure Reading and Writing. In first grade students should be re-assessed for English language proficiency in Reading, Writing, Listening, and Speaking using ACCESS for ELLs.

Students in Grades 1 through 12 Only

The World-Class Instructional Design and Assessment (WIDA)-ACCESS Placement Test (W-APT) helps to determine eligibility for placement in the LEA's English language development program. The W-APT assesses student's abilities in all four language domains (Listening, Speaking, Writing, and Reading) to ensure that students' language needs are properly identified and addressed through the LEA's educational program.

WIDA ACCESS Placement Test (W-APT)- screener test given to incoming students in grades 1 through 12 who may be designated as English language learners. *The W-APT should not be administered to students more than once.

The **W-APT** yields an overall composite score based on the language domains tested in grades 1 through grade 12. The following guidelines must be adhered to in determining eligibility for placement in an English language instruction educational program.

Any student scoring an overall composite score of 4.9 or below on the W-APT must be identified as limited-English proficient and will require placement in an English language instruction educational program.

Students in Grades K through 12 Only

WIDA MODEL (Measure of Developing English Language) - MODEL is used as an identification/placement assessment for students who have previously taken the K-WAPT, W-APT, and/or ACCESS for ELLs or as an interim progress monitoring assessment.

The WIDA **MODEL** yields an overall composite score based on the language domains tested in grades Kindergarten through grade 12. The following guidelines must be adhered to in determining eligibility for placement in an English language instruction educational program. Any student scoring an overall composite score of 4.9 or below on the MODEL must be identified as limited-English proficient and will require placement in an English language instruction educational program.

ACCESS for ELLs is the annual English language proficiency assessment given to Kindergarten through 12th graders who have been identified as ELL.

ACCESS for ELLs yields an overall composite score based on the language domains tested in grades Kindergarten through grade 12. The following guidelines must be adhered to in determining eligibility for placement in an English language instruction educational program and exiting an English language instruction educational program.

Any student scoring an overall composite score of 4.9 or below on ACCESS for ELLs must be identified as limited-English proficient and will require placement in an English language instruction education program.

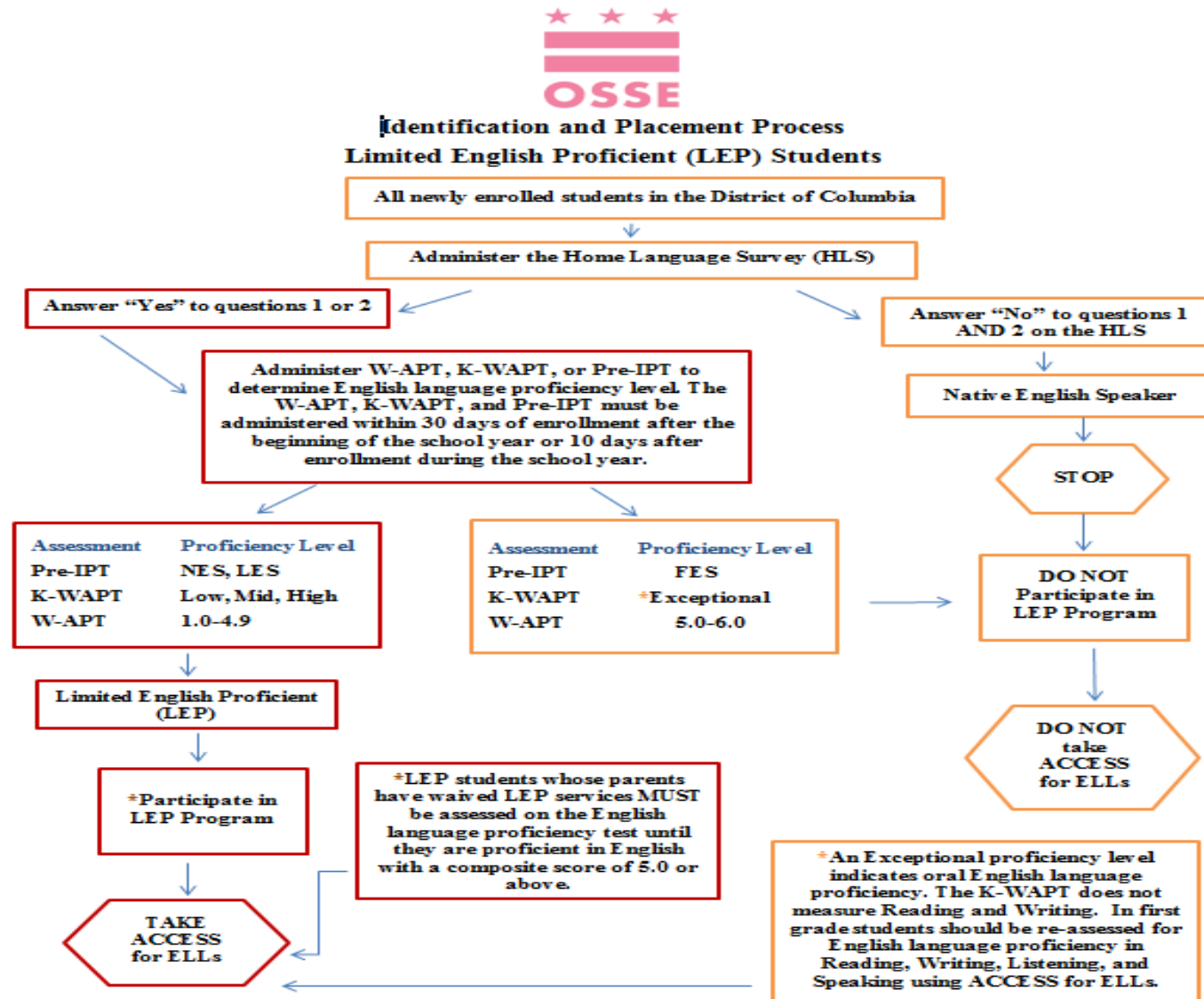
Any student scoring an overall composite score of 5.0 or above on ACCESS for ELLs is exited from an English language instruction educational program, and must be monitored for academic success for two consecutive years after scoring an exit-level score. Each LEA develops its own method for providing monitoring services to these students.

To access training and testing materials for:

- **K-WAPT**
- **W-APT**
- **WIDA MODEL**
- **ACCESS for ELLs**

visit www.wida.us

Identification and Placement Process Limited English Proficient (LEP) Students



ELP Screening Exceptions



- No screening is required if ACCESS for ELLs results are available from the previous school year.
- No screening is required if the student has been identified as Limited English proficient in a previous district or LEA as follows: Was screened and identified as Limited English Proficient with the prescribed screener (MODEL™ /W-APT™) OR ACCESS for ELLs.
- Has met State exit requirements by achieving a score identified as “proficient” on the ACCESS for ELLs®.

ELP Screening Exceptions

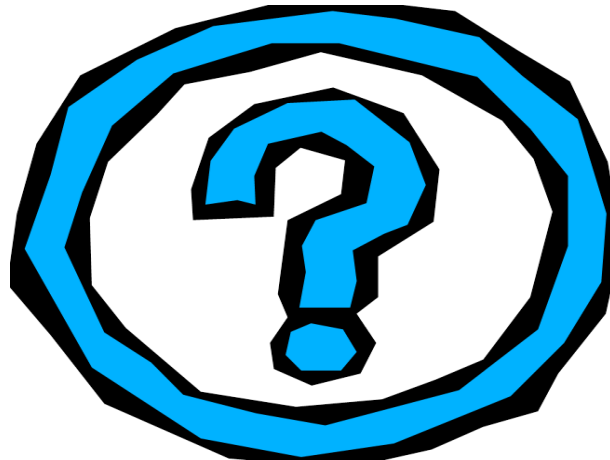


- The K-WAPT and W-APT should not be administered to students more than once in a lifetime. If the student has an outdated ACCESS for ELLs assessment on record (greater than 2 years), the student must be screened using the WIDA MODEL.
- Kindergarten students that score an Exceptional proficiency level on the K-WAPT should be re-assessed in first grade for English language proficiency in Reading, Writing, Listening, and Speaking using ACCESS for ELLs. An Exceptional proficiency level indicates oral English language proficiency. The K-WAPT does not measure Reading and Writing.
- No screening is required if the student has been identified as English proficient in a previous district or LEA as follows: Was screened and identified as English proficient with the prescribed screener (MODEL™ /W-APT™) OR has met D.C. exit requirements by achieving a score identified as “proficient” on the ACCESS for ELLs®



Office of the State Superintendent of Education

Questions and Feedback



Contact:

Michelle Blakey-Tuggle

michelle.blakey-tuggle@dc.gov

202.374.1328 (c)





Thank you!